The GREEN Resource Outline

The GREEN Resource has three sections:

PART 1
The Leadership Capacity Development Framework
This framework has been organised into five domains:

1. Growing;
2. Reflecting;
3. Enabling;
4. Engaging; and
5. Networking.

Each domain contains the relevant findings from the project, the underpinning theories and their practical application, characteristics of good practice, challenges and the implemented initiatives.

PART 2
Leadership Capacity Development Activities
These initiatives are the specific activities that were facilitated throughout the project to promote leadership capacity development.

- Activity 1: Leadership Retreat
- Activity 2: Leadership Workshop
- Activity 3: Authentic Action Learning - Faculty-Based Projects
- Activity 5: Mentoring and Coaching
- Activity 6: Reflective Practice
- Activity 7: Cross-Faculty, Institutional and Cross-Institutional Communication and Collaboration
- Activity 8: Cascading

PART 3
A Snapshot of the Distributive Leadership Project for the Development of Leadership Capacity in Higher Education
The faculty scholars from each institution are introduced with details of their projects in this section.

It also provides an overview of the publications and presentations which have been significant components of the dissemination strategy. The other significant dissemination strategy has been take up by other universities. Initially, at the national level, Flinders University had indicated an interest in engaging as a cascade partner with the project in 2008. La Trobe University also became a cascade partner for the 2008 implementation.

At the international level, there has been strong interest in the project and in 2008, Glasgow Caledonian University implemented their own version entitled Caledonian Scholars and Associates Scheme. The Project leader is an invited member of the assessor team. Further information about the scheme can be located at:

www.academy.gcal.ac.uk/professional/sanda.html
The Leadership Capacity Development Framework

The LCDF builds on a Faculty Learning and Teaching Scholars program that was operating in each of the first stage universities. This scholars program partnered a small network of faculty-based academics with a mentor in a central academic development unit to achieve strategic change initiatives related to learning and teaching both within faculties and across the institution. The LCDF expanded the scholars model to explicitly develop leadership skills and capacity via cross-institutional consultation and collaboration, whilst maintaining the use of strategic faculty-based projects as vehicles for change. In addition scholars had the opportunity to provide leadership for a roundtable and engage in mentoring and coaching by strategic leadership coaches from the senior executive in each institution and an institutional facilitator. A further improvement was to cascade the model through the mentoring of stage 2 participants, by the stage 1 participants to further develop a cross-institutional network of scholars, and to provide opportunities for the scholars to gain leadership skills at a national level.

Five overlapping domains emerged from a qualitative analysis of the framework and its underpinning concepts. These domains provide the basis for the LCDF.

**Domain 1: Growing**
Scholars engaged in activities designed to develop their understanding of the social and cultural context of leadership and leadership capacity development in higher education and expand their awareness, knowledge and understanding of leadership and the relevant skills for leading in a higher education context.

**Domain 2: Reflecting**
Scholars engaged in a cycle of action and reflection. This cycle was a significant factor in the LCDF and its associated activities. Reflective practice is integral for the development of an understanding of the social and cultural context of leadership and of oneself as a leader.

**Domain 3: Enabling**
Scholars engaged in leadership capacity development that was enabled through the provision of opportunities and experiences that occurred in the authentic, real or actual context in which they reside. Consequently the development of leadership transpired through the enactment of leadership.

**Domain 4: Engaging**
Scholars established and forged relationships with significant others including other scholars, senior colleagues, institutional leaders, mentors, and coaches. The opportunities and activities that facilitated engagement in these relationships enabled the scholars to participate in dialogue that encouraged a deeper understanding of leadership roles and responsibilities.

**Domain 5: Networking**
Scholars undertook activities and engaged in relationships that broadened their professional networks across the multiple levels of higher education. These activities and relationships enabled the scholars to engage with a wider group of senior leaders and explore the potential for leadership opportunities.
Domain 1

Scholars engaged in activities designed to develop their understanding of the social and cultural context of leadership and leadership capacity development in higher education and expand their awareness, knowledge and understanding of leadership and the relevant skills for leading in a higher education context.

Project Findings

In reviewing and evaluating the activities and experiences that comprise this domain, scholars reported that:

- Formal training through professional development activities was highly important for the development of leadership.
- Professional development should occur prior to the commencement of other leadership development activities.
- It is advantageous to have a professional development event mid-way through the program.
- Professional development is best conducted at a time that does not interfere with teaching commitments.

- The professional development events generated enthusiasm and deeper engagement in the project.
- The focus of professional development should be towards advancing leadership knowledge, understanding and skills relevant to the higher education context.
- Conducting intensive professional development over a number of days and at an offsite venue is advantageous.
- Professional development should be portrayed as a significant component of the program. Investing in a high-quality venue was seen as a subtle means for communicating this.

- Professional development provided the space and opportunity for scholars to contemplate, design and progress their leadership capacity development.
- The professional development events were crucial in establishing and advancing ongoing cohesiveness, communication and collaboration among the institutional and cross-institutional scholar groups.
- A crucial requirement is that scholars are interested and committed to their development as a leader.
In the second year of the project, scholars participated in an additional leadership workshop. This workshop was conducted mid-way through the project and served to:

- reconnect scholars;
- enable reflection and assessment of their leadership capacity development and consider future development needs and opportunities; and
- progress understanding of leadership and the tools and skills for effective leadership in the higher education context.

Underpinning Theories and their Practical Application in the Project

The experiences and activities that comprise this domain are underpinned by the early work of Vygotsky’s psychological theory of social constructivism. The theory develops the social context for learning and points to the need for cognitive tools for development to be provided.

The ensuing development of a learner depends on the type and quality of those tools. Vygotsky’s insights into learning and the needs of learning continue to shape educational research and practice.

In this project, scholars participated in a formal leadership development retreat at the commencement of their engagement in the project. The activities implemented at this retreat were designed to:

- provide a background and overview of the culture and history of leadership in higher education;
- encourage and facilitate a deeper understanding of leadership and the necessary tools and skills required for effective leadership in the higher education context;
- facilitate social connections among the scholars that would promote ongoing communication and collaboration; and
- facilitate thinking and action planning, by scholars, for their engagement in the project.

Characteristics of Good Practice Drawn from the Interviews with Scholars

1. Ensure that there are adequate opportunities for scholars to establish social connections with each other.

2. Clearly communicate project deliverables and activities and negotiate a realistic timeline for the achievement of these.

3. Provide opportunities for Institutional groups to establish social connections and plan for ongoing communication and collaboration, (e.g. negotiation of a schedule of institutional meetings throughout the duration of the project)

4. Carefully consider activities that are best achieved/suited to a face to face forum and ensure these activities are incorporated into the program.

5. Ensure the facilitated activities: are engaging; provide the opportunity for social collaboration and development of existing knowledge, understandings and skills; and centre on meaningful, authentic contexts that reflect practice.

6. Conduct the face to face events at an off-site venue that communicates to the scholars the importance of their work.

7. Schedule the face to face events to ensure the timing of these events is suitable for the scholars’ workload and teaching commitments (e.g. outside of teaching sessions).
8. Provide ongoing professional development outside of the formal face to face events (e.g. through virtual forums - provision of journal articles and research on effective leadership for higher education).

9. Ensure there is a clear understanding and definition of distributive leadership for the context and purpose of the project. This was a difficult concept for many of the scholars to comprehend given their experiences of hierarchical leadership in higher education institutions.

**Key Challenges**

Scheduling events to accommodate the commitments of all participants.

Designing professional development activities that suit the learning styles and needs of all participants.

Sustaining engagement in professional development activities.

Ensuring that the professional development activities meet the needs of scholars.

“The retreat served to cement a union among the group.” (2008 Scholar)

“I found all the face to face activities valuable – being able to go away and stay in a nice place – it communicated the value of the project.” (2008 Scholar)

“The best learning in my circumstance came from coming to terms with my responses to the indifference I encountered … in effect the authentic learning. I also believe there was good learning from working with the scholars group.” (2008 Scholar)
Future Considerations

Provide definitions or a clear explanation of key terms and aspects of the project, e.g. distributive leadership. These could be incorporated into a booklet or manual that was given to participants prior to the commencement of the project.

Establish a repository or space for existing and future project resources such as relevant leadership and assessment journal articles, leadership theories, leadership styles and practices to be stored.

Employ some form of testing or measurement of leadership capacity before and after the program is implemented. This will enable some tangible assessment of the value of the implemented program.

A more detailed overview of the professional development activities, resources and evaluations are available at: www.uow.edu.au/cedir/DistributiveLeadership

Associated Project Activities

Activity 1: Leadership Retreat
Activity 2: Leadership Workshop

References


Additional information about social constructivism and an annotated bibliography is available from the GREEN Website at: www.uow.edu.au/cedir/DistributiveLeadership
Domain 2

Reflecting

Scholars engaged in a cycle of action and reflection. This cycle was a significant factor in the LCDF and its associated activities. Reflective practice is integral for the development of an understanding of the social and cultural context of leadership and of oneself as a leader.

Project Findings

In reviewing and evaluating the activities and experiences that comprise this domain, scholars reported that:

- Personal informal reflection informed their practice the most.
- External commitments and obligations and a perceived lack of time hindered engagement in formal reflective journaling.
- Formal and informal meetings provided an impetus and opportunity for reflection.
- Effective mentoring relationships promoted reflection.

- Reflective dialogue with like minded peers and scholars who had or were encountering similar experiences was highly beneficial.
- Formal reflection occurred more commonly in a group setting (e.g. meeting) than individually.
- The impetus of having to prepare a report or presentation required a degree of reflection.

“Reporting and updating in the various forums on the status of the project requires some degree of reflection that might not other wise have occurred.” (2007 Scholar)

Underpinning Theories and their Practical Application in the Project

Theories of social constructivism and communities of practice underpin this domain. The mentoring and coaching relationships enabled a social context in which scholars could learn about leadership. The practice of reflection was a learning tool utilised in these interactions. The social contexts that were instigated throughout the project included:

- peer mentoring in institutional and cross-institutional meetings and as a consequence of professional development activities;
- mentoring by senior institutional leaders; and
- coaching by senior executive.

The scholars’ evaluations of these relationships reported a range of perceived value. These value perceptions were significantly aligned to the apparent quality of the mentoring and coaching interactions.

Wenger, McDermott and Snyder (2002), define communities of practice as “groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise... by interacting on an ongoing basis” (p.4). The scholars who shared a common interest in leadership development engaged in reflective activities to promote their collective learning in the area. The scholars engaged in reflection that focused on exploring and understanding dimensions of leadership practice (Schön, 1983).

In this project scholars engaged in formal and informal, individual and collective reflective activities. Some scholars recorded their reflective thoughts in journals while others were satisfied to just mentally engage in the practice. Strategies for reflecting were incorporated into the formal meetings (i.e. face to face, online, video and tele-conferences) and various other program activities such as mentoring and coaching.

The preparation of presentations and reports were also perceived by scholars as activities that facilitated reflection. Overall the scholars engaged in reflection to some degree and were highly positive in their perception of its value.
Characteristics of Good Practice Drawn from the Interviews with Scholars

1. The overall structure of the project (e.g. ongoing communication, formal meetings, mentoring and coaching) compelled scholars to engage in reflection.

2. Incorporating activities into the formal and informal meetings such as project updates and reports on the successes and challenges encountered by scholars in the implementation of their projects, required engagement in reflection. These activities also provided a springboard for dialogue that fostered deeper reflection.

Future Considerations

Communication could be enhanced and reflective practices promoted through the use of effective online networking, communication and collaboration tools.

Scholars suggested the need for a range of strategies for reflective practice. It was further recommended that demonstrating multiple ways that reflective practice could transpire (e.g. written, audio, video) would be useful.

Resources developed to enhance reflective practices and activities are available at:
www.uow.edu.au/cedir/DistributiveLeadership

Key Challenges

Getting engagement from all scholars in the cross-institutional communication particularly in relation to sharing personal reflections.

Problems with online and telecommunication modes (i.e. there were significant problems encountered with the online services used throughout the project to support communication and collaboration across institutions. There were also a number of issues encountered in both stages of the project with the videoconference and teleconference services).

Associated Project Activities

Activity 5: Mentoring and Coaching
Activity 6: Reflective Practice
Activity 7: Cross-Faculty, Institutional and Cross-Institutional Communication and Collaboration
Activity 8: Cascading

References


Additional information about social constructivism and communities of practice incorporated in an annotated bibliography is available from the GREEN Website at:
www.uow.edu.au/cedir/DistributiveLeadership
Domain 3

Enabling

Scholars engaged in leadership capacity development enabled through the provision of opportunities and experiences that occurred in the authentic, real or actual context in which they reside. Consequently the development of leadership transpired through the enactment of leadership.

Project Findings

In reviewing and evaluating the activities and experiences that comprise this domain, the scholars reported that:

The experience of leading, enabled the development of an appreciation of themselves as a leader and the leadership qualities they possessed or developed.

Engaging in authentic tasks enabled scholars to:

- experience and practice how to lead;
- assess how they operate as a leader within a group of leaders;
- engage in leadership practices they wouldn’t otherwise have had the opportunity or confidence to engage in;
- put into practice leadership knowledge, understandings and skills they had learnt about;
- envision their potential as a leader;
- contemplate leadership concepts and theories;
- appreciate the difficulties and challenges in leading
- establish confidence in themselves as leaders; and
- appreciate a broader perspective of leadership in higher education beyond the faculty or department level.

“Involvement in this project has made me see what I can do in this institution and where I am and what I might do.”
(2008 Scholar)
Underpinning Theories and their Practical Application in the Project

Theories of authentic and situational learning underpin this domain. The best learning takes place when the tasks (or activities) transpire in the context in which the learning will be applied. Authentic learning includes the following characteristics: real-world relevance; defining the tasks and sub-tasks; including complex tasks; exploring the task from different perspectives; opportunities to collaborate and reflect; applicability for integration; application across different subject areas; and assimilated with assessment. (Herrington & Oliver, 2000, p. 25-26).

The faculty-based projects proposed by the scholars provided opportunities for authentic and situational learning; these projects were related to assessment and aligned to faculty and university strategic goals.

Scholars designed and articulated the strategic action plan for their faculty-based project and led the implementation of this plan. This implementation provided scholars with an opportunity to provide and practice leadership within their faculty and institution.

Scholars also had the opportunity to provide and practice leadership outside their institution in their organisation and facilitation of a national roundtable on assessment.

Characteristics of Good Practice Drawn from the Interviews with Scholars

1. The scholar self-nominates for leadership roles and responsibilities and is not delegated or assigned these.
2. Ensure there is effective and regular communication with project stakeholders.
3. Explicitly schedule time on a regular ongoing basis to attend to the implementation of the faculty-based project.
4. Ensure the negotiated expectations and outcomes of the faculty-based project are manageable and achievable.
5. In order to sustain momentum and enthusiasm the scholar needs to ensure that they have a commitment to and belief in the outcomes of the negotiated faculty-based project.
6. Scholars recognised that the more successful faculty-based projects were those that had ‘buy in’, and support from senior leaders in the faculty and institution.
**Key Challenges**

Collaborating and working with others in the facilitation of the faculty-based project and the organisation of the national roundtable. This was particularly relevant in instances where there were differing opinions and views for progressing these initiatives.

Enabling all scholars the opportunity for leadership in the organisation and facilitation of the national roundtable.

Getting senior faculty and institutional leaders to ‘buy in’ to and support the implementation of the faculty-based project.

Time constraints and the impact this had on scholars being able to engage in the organisation of the national roundtable and facilitation of the faculty-based project.

Some scholars had difficulties in accessing the funding that had been provided by their university to enable them to reduce their workload.

Some of the scholar’s workloads were established prior to their engagement in the project. In some instances this did not allow for reductions in existing commitments and presented a challenge for these scholars to engage in project activities.

“At the university level I think the challenge is how slowly change takes place.” (2007 Scholar)
**Future Considerations**

Enable a longer period of time for the implementation of the faculty-based projects, possibly 18 months to 2 years.

Conduct the roundtable at a time that ensures scholars have had adequate opportunity to complete a substantial amount of work in their faculty-based project.

Establish mechanisms to enable:

- future progression of the faculty-based projects; and
- facilitation of the improvements in assessment for learning and teaching that are identified.

A more detailed overview of the faculty-based projects and the national roundtables including resources and evaluations are available at:  

**Associated Project Activities**

**Activity 3:** Authentic Action Learning - Faculty-Based Projects

**Activity 4:** National Roundtable: Organisation.

**References**


Additional information about authentic and situational learning and an annotated bibliography is available from the GREEN Website at:  
Scholars established and forged relationships with significant others including other scholars, senior colleagues, institutional leaders, mentors, and coaches. The opportunities and activities that facilitated engagement in these relationships enabled the scholars to participate in dialogue that encouraged a deeper understanding of leadership roles and responsibilities.

Project Findings

In reviewing and evaluating the activities and experiences that comprise this domain, scholars reported that:

- Scheduling formal and informal meetings ensured they committed time to engage in the project and in relationships with others,

- Cross-institutional collaborations that might not otherwise have been possible were forged. The relationships that developed and subsequent dialogue that transpired enabled scholars to gain a wider perspective of leadership in higher education.

- Face to face meetings were the most effective and productive means of engaging with others.

- Opportunity to engage with the other scholars, senior colleagues, institutional leaders, mentors, and coaches helped elucidate strategies and skills for effective leadership.

  “The most beneficial discussions I’ve had is with people involved in our group.” (2008 Scholar)

- Implementation of the faculty-based project and involvement in the organisation and facilitation of the roundtable enabled connections with individuals that may not have otherwise been possible or considered.

- Engaging with the institutional and cross-institutional networks (e.g. scholar groups, mentors, senior colleagues) encouraged sharing of relevant resources on both leadership and assessment.

- The institutional scholar meetings were the primary means for accessing feedback on faculty-based projects.

- Sharing progress, achievements and challenges often influenced how other scholar’s responded to challenges and exercised leadership in the context of their own faculty-based projects.
Underpinning Theories and their Practical Application in the Project

Theories of social constructivism and communities of practice underpin the activities and experiences that comprise this domain. The relationships and communities of practice that the scholars engaged in created a social context of leadership. This context provided a framework for discussions about leadership strategies, skills, styles and practices that were often then employed by scholars in their faculty-based projects.

The dialogue and interactions that transpired within the communities of practice were the catalysts for leadership capacity development.

Scholars forged relationships with:

- strategic leadership coaches;
- institutional leaders;
- project facilitators;
- senior colleagues;
- senior academics from other institutions;
- mentors;
- past scholars;
- peers; and
- each other.

Activities that initiated these relationships included:

- regular formal and informal institutional and cross-institutional meetings;
- facilitation of the national roundtables;
- coaching; and
- mentoring including the mentoring that occurred in the cascading stage of the project between past and present scholars.

“It’s allowed me to tap into the knowledge and skills of the other scholars and fellows.” (2008 Scholar)

Characteristics of Good Practice Drawn from the Interviews with Scholars

1. Ensure that there are opportunities for scholars to identify and establish connections with other scholars at the retreat and workshop.

   “The retreat and workshop really helped to identify the people you could share your project with and get feedback on your project and collaborate with.” (2008 Scholar)

2. Assist scholars to identify appropriate mentors.

3. Negotiate meeting dates and times at the beginning of the project and ensure the significance and importance of attending these is clearly communicated to all involved.

4. Establish an agenda and desired outcomes for formal meetings.
Key Challenges

Getting engagement from all scholars in cross-institutional communication and collaboration.

Acquiring an effective tool that can be used to facilitate cross-institutional communication and collaboration.

Time constraints and the impact this had on scholars being able to engage in activities that facilitated engagement with others.

There is a need to develop a critical distance for the day to day operations of the project in order to avoid taking too much personal responsibility for it. While this is very difficult, it is important for leaders to develop a couple of tactics for stepping back and recognising that the project is not the top priority in everyone else’s lives.

“I needed to realise that not everyone was going to share my passion and that with the things that I am passionate about I needed to not take it personally that others maybe chose not to engage as much as I hoped.” (2008 Scholar)

Geographical distance or isolation may hinder engagement. Email communication is time consuming and the tone or intent of the email may be misunderstood.

Selection of appropriate mentors to suit the scholar.

Scheduling of the mentoring meetings. This was the responsibility of scholars but in many instances this was not managed and consequently the mentoring relationship did not eventuate.

Staffing changes had an impact on a few mentoring relationships.

Scholars’ confidence to engage with more experienced/senior academics.

“... feelings within the group probably one of the least experienced, in terms of teaching background so therefore probably not in the strongest position to make a valuable contribution. So doubting my abilities there has probably held me back a bit or rather slowed me down in terms of involving myself more.” (2008 Scholar)
Future Considerations

Create opportunities throughout the implementation of the project for formal discussion and input about leadership theories and practice.

“I probably hoped for some more theoretical input along the way and more discussion about the leadership development theories. It would have been good generally to have had more theoretical material provided.” (2007 Scholar)

Establish an online repository or endnote library for the joint collection of relevant resources both on leadership and assessment.

Resources developed to enhance engagement and for related activities are available at:
www.uow.edu.au/cedir/DistributiveLeadership

Associated Project Activities

Activity 5: Mentoring and Coaching
Activity 7: Cross-Faculty, Institutional and Cross-Institutional Communication and Collaboration
Activity 8: Cascading

References:


Additional information about social constructivism and communities of practice and an annotated bibliography is available from the GREEN Website at:
www.uow.edu.au/cedir/DistributiveLeadership
Scholars undertook activities and engaged in relationships that broadened their professional networks across the multiple levels of higher education. These activities and relationships enabled the scholars to engage with a wider group of senior leaders and explore the potential for leadership opportunities.

Project Findings

In reviewing and evaluating the activities and experiences that comprise this domain, scholars reported that:

- Having contact with someone senior in the institutional hierarchy was extremely valuable and provided:
  - a broader cultural perspective of leadership across the institution and sector;
  - legitimacy within the faculty for the project;
  - an awareness of the cultural status of the sector (e.g. University agenda, DEEWR agenda, funding opportunities and requirements); and
  - greater opportunities for leadership roles and responsibilities outside the current sphere of practice.

  “It [contact with a senior leader] gives you credibility, it sometimes helps you get things through, it gives you a bit more smarts about the way to go about things.” (2007 Scholar)

  “It is valuable to have contact with senior leaders because they're the key players in change and if you don't have them on board you are not going to go anywhere.” (2008 Scholar)

  “They [senior leaders] have much more experience and I found their advice very useful.” (2008 Scholar)

  Presenting at institutional and National forums (e.g. national roundtable, conferences) generates opportunities for networking.

  Implementing the faculty-based project and organising and facilitating the roundtable instigated opportunities for networking and enhanced scholar’s confidence to pursue and engage in external networks.

  “The senior leader now knows who we are and that's always a good thing. He also knows we are committed to promoting teaching and learning across the institution and will be more likely to consider us for roles and responsibilities within the university in relation to this.” (2007 Scholar)
Underpinning Theories and their Practical Application in the Project

The concept of communities of practice underpin this domain. The networking activities that occurred in the project transpired within communities of practice. The networking activities focused on: enabling individuals to share understandings, knowledge and responsibilities (Lave & Wenger, 1991) and encouraging the engagement of all members of the community (Carew, Lefoe, Bell & Armour, 2008).

Networks are important in communities of practice because they broaden the scope of experience and practice that can be considered in developing shared knowledge and understandings.

Networking activities that scholars engaged in included:

- meetings with a strategic leadership coach, institutional leaders, senior colleagues, and senior academics from other institutions;
- presentations at institutional and national forums including the assessment roundtable; and
- development of relationships with key attendees at roundtable, exploring opportunities for future collaborations.
Characteristics of Good Practice Drawn from the Interviews with Scholars

1. Invite key people to the roundtable who will be able to provide scholars with constructive feedback on their faculty-based projects.

“The opportunity to invite and meet important people from higher education and to be able to target people we wanted to invite in a sense the bigwigs in assessment and higher education to the roundtable was great.” (2008 Scholar)

2. Scholars identify and establish relationships with leaders in the field they are investigating in their faculty-based project.

3. Scholars forge relationships with key leaders in their institution.

4. Regularly communicate developments in the faculty-based project to leaders in the faculty and institution.

5. Actively source and present at relevant institutional and national forums.

Key Challenges

Identification of appropriate and beneficial networks (e.g. conferences, leaders, departments, units) to establish and foster relationships with.

Scholar’s confidence to approach and network with key and strategic leaders.

Future Considerations

Devote time as a group to brainstorm a list of key leaders to develop relationships with, and strategic forums at which to engage and present. Initially these people and opportunities may be identified through a literature review.

Networking opportunities arise most commonly at conferences and in professional forums (e.g. work visits, sector meetings). Networking provides an opportunity for cross disciplinary associations that will advance learning and teaching. As such it would be beneficial to provide financial support for attendance at conferences and professional forums.

A more detailed overview of the presentations at the national roundtables and resources developed in relation to networking are available at: www.uow.edu.au/cedir/DistributiveLeadership

Associated Project Activities

Activity 4: National Roundtable: Presentation

Activity 5: Mentoring and Coaching

Activity 7: Cross-Faculty, Institutional and Cross-Institutional Communication and Collaboration

References


Additional information about communities of practice and an annotated bibliography is available from the GREEN Website at: www.uow.edu.au/cedir/DistributiveLeadership